Sports performance has dramatically progressed over the past few decades. Performance levels that are unimaginable and unmatchable in earlier days are now common and the number of athletes capable of outstanding results is increasing. One among the contributing factors is that sports is a challenging field and intense motivation has encouraged long and hard hours of work. Also, coaching has become more sophisticated, partially from the assistance of Sports Specialists and Scientists. Sports Sciences have progressed from descriptive to scientific. Bompa (1999) opines that a broader base of knowledge about sports existing now is reflected in training methodology.

Sports in the present world have become extremely competitive. It is not the mere participation or practice that brings out victory to an individual. All the coaches, trainers, physical education personnel and doctors are doing their best to improve the performance of the players of their country. Supplementing this, Ghuman and Dhillan (2000) add that, Athletes/players of all the countries are trying hard to bring laurels/medals for their countries in International competitions.

Today’s athletes face some unique challenges. The standards are higher, the competition is tougher, and the stakes are greater. Among the best, preparation is more complete, and the psychological component is more important than ever before.
Terry Orlick (1986) is critical while driving home’, a pint that high performance amateur athletes of yester years may have been able to distinguish themselves in competitions without developing a highly refined mental game plan, but to hope for that today is much like hoping that God will come down during the time to tell you how to turn a game around.

During the last few decades, Athletic Coaches and Athletes from a wide variety of sports have begun to realize the importance of the mental side of performance. More specifically, individuals involved with organized sports now understand that, for athletes to perform at their peak level of efficiency, they must possess and use a number of psychological skills. Weinberg and Jackson (1983) point out that the fact that the interest shown by Coaches and Athletes to enhance their teams’ psychological skills proves the above statement true. This is also true within the world of track and field as coaches and athletes have become interested in enhancing their athletes' psychological skills. Almost all performances depend on the ability of application of psychological skills against any situation. Increased mental skill will often contribute to better performance. “Sports psychology has long been recognized as an essential element in all physical activities and is generally considered to be a basic component of sports performance”, says Bud Getchell (1976).

1.1. Psychology

Psychology is defined as “the Science of Behaviour and Cognitive Process”. In other words ‘Psychologists’ are concerned
with obtaining scientific information on everything we think, and that we do. They examine observable behaviour, cognitive process, physiological events, social and cultural influences and largely hidden unconscious process. Baron (1996) adds that Psychologists look at the complex interactions between all these different factors in order to understand behaviour.

Psychology should focus on the study of conscious experience. One’s task is that of analyzing sensations, feelings, and images into their most basic parts, just as chemists analyze complex substances. In that way, one can come to understand the nature of the human mind – what it is. Baron (1996) firmly believes that we can accomplish this through introspection asking individuals to describe what goes on in their mind as they perform various tasks or have specific experience.

Psychology is an extremely exciting and challenging field of knowledge. It continues to go in an accelerating phase each year and it continues to provide answers to basic questions about the human condition. Psychology has enormous potential. Crider (1981) feels that Psychology offers hope of both understanding and improving our lives, our community and planet.

Modern psychology in contrast with its early status is objective rather than subjective; experimental rather than speculative science. Psychology as an objective study of behaviour, does not lay down norms for behaviour. It simply explains how under any circumstance, an animal or a human
being would characteristically behave. ‘What should be’ is no concern of psychology. No branch of this science talks of any norms or standards. In this regard, it explains how and why things happen the way they do, as far as behaviour is concerned. Kamlesh (1998) in his work points out that in its extreme form, psychology enters physiology and this suffices to prove the Woodworth’s thesis that, psychology is a science which aims to understand to get insight to interpret and throw light on the mind, its processes and procedures; (or) which are implicit and explicit.

1.2. Sports Psychology

During the past two decades, sports psychology has emerged as a legitimate field of scientific inquiry. As with all scientific endeavors, sports psychology shares the same basic goals of science, the observation of events, the description of phenomena, the explanation of the factors that influence events in a systematic manner, the prediction of events or outcomes based on systematic and reliable explanations and ultimately, the control of events or contingencies that result in expected outcomes. Sports psychology in many ways is a fortunate scientific field of inquiry. Silva and Weinberg (1985) argue that researchers are afforded ample opportunities to observe, describe, and explain the various psychological factors that influence diverse aspects of sport and physical activity.

Sports psychology when viewed of, as a sub-discipline within the larger field of psychology, would be defined as applied
psychology or as a field of study in which the principles of psychology are applied. Although in recent days, sports psychology is not traditionally recognized as a sub-disciplinary area of study within the field of Academic psychology, scientists suggested that sports psychology is read to be embraced by mainstream of psychology.

The view of sports psychology, as a sub-discipline, within the field of sports and exercise sciences is commonly from Scientists in Physical Education. Horn (1992) reiterates that the academic discipline of Physical Education consists of the study of certain aspects of such fields like Psychology, Physiology and Anatomy.

Sports and Exercise Psychology has evolved as an interdisciplinary field involving both sports scientists and psychologists. From an initial focus on sports performance as the primary outcome of interest, sports and exercise psychology has broadened considerably performance enhancement which remains an important area of research and applied work, but improvement of the quality of participant involvement in physical activity has emerged as an emphasis of researchers and practitioners. Although collegiate professional and elite amateur athletics have traditionally been the main recipient of inventions, professionals have expanded the horizon to include youth competitors, adult recreational participants, master’s athletics and undeserved population. In keeping with the wide range of population targeted for intervention, Van Raalte and
Britton W. Brewer (1997) feel that, sport and exercise psychology research and practice is extended beyond the playing field and laboratory to the host of other venues, including schools, health clubs, sports medium clinics, counseling centers and private practice offices.

1.3. Importance of ‘Sports Psychology’

Psychology of sport means applying psychological theories and concepts to aspects of sports such as coaching and teaching. The sport psychologists use psychological assessment techniques and intervention strategies in an effort to help individuals to achieve their optimal performance. While sports psychology is concerned with analyzing human behaviour in various types of sport settings, it also focuses on the mental aspects of performance.

Psychology as a behavioural science has made its contribution for improving sport performance. It has helped the Coaches to coach more efficient athletes to perform more proficiently and efficiently. This psychological aspect on sport is gaining much attention among sports administrators. Bucher and Wuegt (1987), say that a rapidly growing area of interest in sports psychology concerns the use of stress management, procedures such as biofeedback and relaxation training to enhance athletic performance by reducing stress.

Preponderance of scientific evidence obtained from different investigations have revealed that apart from somatic and
physiological variables, techniques and tactics, high level performance of a sportsman is dependent upon his psychological makeup. Different psychic abilities play decisive roles in achieving top-level performance in track and field athletics. Therefore superb psychological fitness and training of the "individual" are important factors, which help in achieving outstanding performance.

Psychology can help the sportsman in the activity of sports excellence. Role of psychology in selection of sports, training materials and rehabilitations would definitely help in achieving this. Tigher etal (1986), emphasize that psychology and sports converge at the same point and excellence in sports can be optimally obtained by developing appropriate strategies.

1.4. Team Effectiveness

One common approach to defining team effectiveness is based on Hackman’s (1987) model. This model suggests that team effectiveness is composed of three important parts: the first is the team’s current performance, which is typically based on supervisor ratings or objective measures related to the quality and quantity of productivity, the second is the team's ability to work together in the future (called team viability), and the third is the degree to which the group is satisfied with the group experience.

Carron and Hausenblaus (1998) define a group by the presence of five aspects: a common fate among members,
experience of mutual benefit, the presence of a social structure, group processing, and self-categorization. A sport team is thus defined as “a collection of two or more individuals who possess a common identity, have consensus on a shared purpose, share a common fate, exhibit structured patterns of interaction and communication, hold common perceptions about group structure, are personally and instrumentally interdependent, reciprocate interpersonal attraction, and consider themselves to be a group.

Group dynamics in the sport setting has focused on many aspects of the group, including group formation, size, structure, leadership, conformity, motivation, tasks, cohesion, and efficacy. Group cohesion is defined as the degree to which a group tends to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of the members’ emotional needs (Carron, Brawley, & Widmeyer, 1998).

According to Zaccaro, Blair, Peterson, and Zazanis (1995), collective efficacy is the shared sense of competence among a team concerning the group’s ability to be successful in its attempts to meet the demands placed upon the members. These two group dynamics are very important to the success of a sport group because they represent how the team, as a unit, works together and the extent to which individual members believe they can be successful.
Orasanu and Salas (1993) opine that a team is of two or more individuals with defined roles or responsibilities working toward common goals. Coordination has been defined variably, but is essentially an attempt to act as a team. According to Hinsz (2004), team cognition and coordination have been understudied to date, with most studies focusing on ad hoc groups conducting relatively small problem solving tasks.

Malone & Crowston (1990) noted four components of team effort–goals, activities, actors and interdependencies. Salas & Fiore (2004) state that Cooperative goal interdependence, or the belief that your goals are being met by helping another achieve their goals, is important for successful team efforts.

A growing body of research on coordination has led Woods and Hollnagel (2006) to propose a set of laws that govern collaborative systems, three of which are important for our understanding of team cognition. First, collaboration is more than dividing tasks between individuals. Second, collaboration requires appropriate inter-agent trust, and third, coordination requires continual investment. Effective collaboration entails multiple types of coordinating efforts, both implicit (shared mental models) and explicit (discussions). Breakdowns in both types have been linked to system failures (Salas, & Fiore, 2004).

Salas & Fiore add (2004) that shared mental models as implicit forms of coordination are integral to team cognition. They are important for team training, efficient interaction,
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competent performance, team effectiveness, and for team
situation awareness that is critical to rapidly changing
environments. Accurate mental models of teammates can also
reduce intrateam conflict.

Cannon-Bowers, Salas, & Converse (1993) state that
instead of team appraisals predicting differential performance, it
may be that team behaviors, such as coordination of tasks, are
related to team performance. Components of effective teamwork
have been suggested as including adaptability, shared mental
models, performance monitoring and feedback, leadership and
team management, communication, decision-making, and
coordination. While all of these elements have an influence on
teamwork, coordination is paramount for effective teams.

They add that team coordination is a process where teams
organize their physical and mental resources, activities, and
verbal responses in an effort to integrate, synchronize, and
complete tasks within time constraints. Coordination involves
information exchange and mutual adjustment of actions to
ensure team member contributions align with task goals. To
select an appropriate coordination strategy, teams must have
adequate team knowledge.

Cannon-Bowers et al (1993) stated that to function
proficiently in a team situation, team members must understand
their environment and the demands of the task, know how to
control the equipment they interact with and from which
information is extracted, and comprehend the steps required to accomplish their goal. Also, team members must understand the relationship between their task and other member tasks and be familiar with the knowledge, skills, attitudes, preferences, and task-relevant information held by teammates.

For teams to effectively function, they must interact with regards to common goals and be able to adapt to continuously changing circumstances (McIntyre & Salas, 1995). There are three distinct team competencies required for effective teamwork. The team must have the requisite knowledge, skills, and behaviors to perform the task. The team must also be aware of the attitudes team members form about themselves and the team (Cannon-Bowers et al., 1993).

Coordination is an important team process that assists in complex decision-making, helps to form a collective representation of the task, increases team performance, and is necessary for the adequate function of action teams (Entin, Serfaty, & Deckert, 1994; Kozlowski, Gully, McHugh, Salas, & Cannon-Bowers, 1996; McIntyre & Salas, 1995; Serfaty, Entin, Johnston, 1998).

1.5. Self Concept

Self-confidence can be defined as the belief in one’s abilities to achieve success, and it often has been identified as a most important mental skill for a success in sport by individuals engaging in competitive sports, including athletes and coaches
(Vealey & Chase, 2008). For example, John McEnroe, the former World number one ranked U.S. tennis player, clearly specified the importance of having self-confidence for an athlete in critical situations, by saying “I think it's the mark of a great player to be confident in tough situations.” Also, Libby Lenton, Australian swimmer who won five gold medals in 2007 World Championship in Melbourne, noted, “I know I've made huge gains in my confidence, and knowing more about my racing and myself as a person. That has made me a better athlete. Similarly, one of the greatest Track and Field athletes, Carl Lewis demonstrated his belief about confidence as a crucial factor for his success by stating, “If you don’t have confidence, you’ll always find a way not to win” (Vealey & Chase, 2008).

Self-efficacy is defined as the judgments of one’s capabilities to organize and execute courses of action required to attain designated types of performances (Bandura, 1997). In sport, there is a great deal of emphasis on enhancing one’s performance. When coaches and training staff attempt to assist athletes in this area, emphasis is usually placed on extra physical practice including the alteration of technique, increased level of training, and endurance training.

Obviously, physical training is an important aspect in not only increasing athletic performance, but also the execution of skills. However, this is not the only way to enhance sport performance. More and more coaches are beginning to emphasize the importance of mental preparation to their athletes
and to teach mental strategies that can help their teams (Cote, Salmela, & Russell, 1995; Grove, 1996). One example of how performance can be enhanced is through mental strategies to increase self-efficacy.

An individual’s self-efficacy beliefs are formed through six sources that provide information pertaining to one’s skill execution. Four sources explained by Bandura (1977) include performance accomplishments, vicarious experiences, verbal persuasion, and physiological state. Furthermore, Maddux (1995) added two sources of information to the four proposed by Bandura which include imaginal experiences and emotional states. These six sources of information are combined and weighted to form efficacy beliefs about the ability to execute certain skills. These efficacy beliefs ultimately become a factor in one’s behavior and thought patterns, which include task choice, effort, and persistence. High efficacious individuals tend to engage in more challenging tasks, exert more effort during activity and will continue to persist in the face of failure.

Low efficacious individuals will inversely engage in less challenging tasks, put forth much less effort, and tend to discontinue participation after a poor performance. Thought patterns include goals, worry, and attributions. Higher efficacious individuals tend to set more challenging goals, worry less about performance related factors, and attribute success and failure to personally controllable factors. Low efficacious individuals tend to set goals that are less challenging and easily
achievable in order to protect their self image. These individuals will also tend to worry much more and also attribute their failures simply to the lack of ability. Therefore, it is apparent that self-efficacy judgments become a determinant in an athlete’s overall performance, which in turn influences future self-efficacy belief in a reciprocal cycle (Bandura, 1986).

The crucial mental skill of self-efficacy, or self-confidence, has been shown to be enhanced through mental training (Lai, 2001). Mental training can involve several different techniques and strategies, including imagery, self-talk, goal setting, relaxation, focus training, and energy management (Frey, Laguna, & Ravizza, 2003; Lai, 2001; Vealey, 2005, in press). Perhaps some of the most visible mental strategies in the sporting world are performed by Basketball players when preparing for a free throw. If you were to view the final seconds of a televised Basketball game with one team needing one point to tie or win the game, attention is usually given to the pre-shot routine of the athlete at the free throw line.

Competitive sport environments present several distractions to athletes. For example, in Basketball, crowd noise and the movement of the defensive players can present a difficult challenge for an athlete. Being able to block out these distractions and focus on relevant cues is a skill that is vital to athletic success. The use of self-talk as a means to aid an athlete in the challenge of focusing attention on the task at hand has been shown to be a useful tactic (Harle & Vickers, 2001; Vickers,
Other forms of training that has been used to increase athletes’ abilities to block out distractions include physical relaxation (e.g., Kendall, Hrycaiko, Martin, & Kendall, 1990; Williams & Hams, 2006).

1.6. Aggression

Aggression is a complex behavior that has been studied from a wide array of theoretical perspectives including the psychoanalytical theory of Freud (Gross, 1992), the ethological theory of Lorenz (1966), and the social learning theory of Bandura (1963). Additionally, theorists have proposed that aggression exists in many different forms (Berkowitz & Donnerstein, 1982; Buss, 1961; Dodge & Coie, 1987; Moyer, 1976). Consequently, there is disagreement about the most suitable way to define and measure the construct of aggression.

While no single definition of aggression will completely satisfy the whole of the scientific community, most would likely accept the following definition offered by Baron and Richardson (1994) as being representative of the construct: “Aggression is any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment.” Importantly, this definition requires that an aggressive behavior must include both the intent to harm another, from the standpoint of the aggressor, and a living being who desires to avoid the aggressive act.
In addition to the fact that aggression may be expressed apart from physical violence, an aggressive act may reflect any number of mediating factors that vary based on the motives and intentions of the aggressor (Tedeschi & Quigley, 1996; Giancola & Chermack, 1998). For example, it is common for competitors in contact sports to express a great deal of respect for one another immediately following a hard-fought match or game. We would clearly fail in our appraisal of these situations if we merely attend to the motivation to cause harm to one’s opponent, yet neglect the impact of other potential motives including financial gain, pursuit of fame or respect, and desire to entertain a crowd. Additionally, such scenarios illustrate the fact that aggression need not always be negatively sanctioned. We need only consider the prize fighter whose demonstration of physical aggression within the boxing ring elicits enthusiastic cheers from a crowd, whereas a lack of physical aggression often arouses protests.

Consistent with the recognition that aggression is not always met with social disapproval, Storr (1970) described the existence of a positive facet of aggressive drive, operating at both the personal and professional level, which forms the basis of our intellectual achievement and fosters our striving toward independence and pride in ourselves.

Athletes have appeared periodically on television and in news headlines because of their participation in situations involving aggression and violence. Although some of the
documented violence occurs in the context of sports competition, not all athletic aggression is restricted to sports opponents.

For many athletes, sports may offer a legitimate means for expressing aggressive impulses in a socially acceptable manner. Aggression in athletics may be acceptable as long as the aggression remains controlled and continues within the specific limits of competition. Cultural ideals of sport and masculinity combine to create a context in which violence in athletics is not only tolerated but often even taught and encouraged (Benedict, 1997; Messner & Sabo, 1994).

In summary, aggression is a complex behavior that has been both defined and categorized in a wide variety of ways. The expression of aggression takes many forms apart from physical violence, is mediated by the motives and intentions of the aggressor, and is not always negatively sanctioned.

Numerous reports of significant associations between aggression and a lack of psychological discomfort, consistent with the concept of a positive facet of aggressive drive described by Storr (1970), lend support to claims that aggression functions, in part, as a psychological protective factor. The value obtained from asserting oneself, independent of whether or not the behavior is negatively sanctioned, suggests that the line drawn between the psychological benefits of engaging in aggressive and assertive behaviors is, at best, a blurred one.
1.7. Achievement Motivation

The concept of intrinsic and extrinsic motivation is frequently associated with success in the sports setting. Deci and Ryan (1985; Ryan & Deci, 2000) define intrinsic motivation as doing an activity for its own sake, whereas extrinsic motivation refers to doing an activity to achieve an instrumental goal, such as a championship trophy. Furthermore, the authors postulate that all intrinsically and extrinsically motivated individuals have an innate sense towards personal growth.

Although Nicholls’ (1984) theory of achievement motivation and the concept of intrinsic and extrinsic motivation are theoretically related, the two variables are conceptually distinct. In other words, it is too simplistic to consider a task-oriented individual as exclusively intrinsically motivated and an ego-oriented individual as exclusively extrinsically motivated. Thus, further research is needed to clarify this issue in the sport setting.

Nicholls’ (1984) theory of achievement motivation has been widely accepted in the educational setting; further research has been done to relate this paradigm to athletics (Duda, 1989; Duda & Nicholls, 1992). Thus, the task-oriented individual will believe that sport is a way to gain personal growth by working hard and learning new skills. The ego-oriented individual will believe that superiority in sport will give them success through improved social status.
An individuals’ goal orientation may moderate the influence of motivational climate on goal involvement or behavior due to the individual’s belief regarding successful performance. Thus, it would seem that goal orientation and perceived motivational climate are crucial determinants of perceived success of the individual. Goal orientation is deemed to be a relatively enduring personality characteristic, and motivational climate, often reflects a coach’s philosophy on success (Nicholls, 1989).

Few studies have examined the relationship among goal orientation, motivational climate, perceived competence, and motivation to perform. For example, Papioannou, Bebetsos, Theodorakis, Chistodoulidis, & Kouli (2006) explored causal relationships of sport and exercise participation in physical education. These researchers measured goal orientation, perceived athletic competence, and intrinsic motivation in Greek students (N=882) over the course of an academic year. They found that task-oriented participants and intrinsic motivation predicted continued involvement in sport and exercise. Ego-orientation did not predict any involvement, however, perceived athletic competence was also a positive predictor of continued involvement in sport and exercise. While this study highlighted the relationship between task-orientation, intrinsic motivation, and perceived athletic competence regarding adolescent involvement in sport and exercise, this study was conducted in the physical education setting.
Waldron and Krane (2005) examined motivational climate and goal orientation in female adolescent softball players (N = 62), at the beginning and end of the softball season. It was found that athletes with a task-orientation who perceived a task-involved motivational climate showed a focus on improving and mastering skills. An ego-oriented athlete who perceived an ego-involved motivational climate was focused on winning and proving his/her success. Although this research addressed important factors in sport, the study was based on a younger population and did not take into account other variables such as perceived competence and motivation between individuals with different situational factors such as player role and scholarship status.

Another factor to consider regarding motivation is scholarship status. Early research reported that scholarship recipients often reported lower intrinsic motivation (Amorose, & Horn, 2000). However, more recent research suggests that other factors may confound this relationship. Amorose and Horn (2001) examined pre- to post-season changes in intrinsic motivation in Division I college athletes (N = 72), coaching behavior, and scholarship status. It was found that coaching behavior was a significant influence on intrinsic motivation. Similar findings were reported by Hollembeak and Amorose (2005). While motivation may be mediated by coaching behavior, a player’s role (e.g., starter or non-starter), which can be comparable to previous research on scholarship status, may have an effect on motivation. There is a theoretical appeal to
include other variables such as achievement motivation and perceived competence as well as the player’s role.

The research worker felt the need to assess, analyse and compare the psychological variables such as team effectiveness, self concept, aggression and achievement motivation among south zone interuniversity players in Kabbadi, Football and Basketball.

1.8. **Statement of the Problem**

The purpose of the study was to compare and analyse Team effectiveness (dependability, cooperation and sharing), Self-concept, Aggression and Achievement Motivation among South zone Inter University Kabaddi, Football and Basketball players of Tamil Nadu, Kerala, Karnataka and Andhra Pradesh states.

1.9. **Hypothesis**

1. It was hypothesised that there would be significant difference in Team Effectiveness (dependability, cooperation, and sharing) among South zone Inter University Kabaddi, Football and Basketball players of Tamil Nadu, Kerala, Karnataka and Andhra Pradesh states.

2. It was hypothesised that there would be significant difference in Self concept among South zone Inter University Kabaddi, Football and Basketball players of Tamil Nadu, Kerala, Karnataka and Andhra Pradesh states.
3. It was hypothesised that there would be significant difference in Aggression among South zone Inter University Kabaddi, Football and Basketball players of Tamil Nadu, Kerala, Karnataka and Andhra Pradesh states.

4. It was hypothesised that there would be significant difference in Achievement Motivation among South zone Inter University Kabaddi, Football and Basketball players of Tamil Nadu, Kerala, Karnataka and Andhra Pradesh states.

1.10. Objectives of the Study

1. The study would assess the psychological variables such as Team effectiveness, Self concept, Aggression, Achievement Motivation among University Kabaddi, Football and Basketball players.

2. The study was aimed to compare the psychological variables such as Team effectiveness, Self concept, Aggression, Achievement Motivation among University Kabaddi, Football and Basketball players.

3. The study was aimed to analyse the differences, if any in each psychological variables for each game within and among four states.

1.11. Delimitations

1. For this study, only four psychological variables such as Team Effectiveness, Self concept, Aggression and
Achievement Motivation were assessed among South zone Inter University players.

2. Inter University players in the games of Kabaddi, Football and Basketball only were selected as subjects for the study.

3. University players participating in the South zone Inter University Tournaments from the southern states of India such as Tamil Nadu, Kerala, Karnataka and Andhra Pradesh only acted as subjects for the study.

4. Only thirty men players in each game from each state were selected as subjects for the study. Hence, a total of 360 men university players only as indicated in the following chart acted as subjects for the study.

Table – I

<table>
<thead>
<tr>
<th>Game</th>
<th>From each state</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kabaddi</td>
<td>30</td>
<td>120</td>
</tr>
<tr>
<td>Football</td>
<td>30</td>
<td>120</td>
</tr>
<tr>
<td>Basketball</td>
<td>30</td>
<td>120</td>
</tr>
</tbody>
</table>

5. The age of the university players ranged from 18 to 25 years.
1.12. Limitations

1. Number of years of participation in the game at various levels which might influence the psychological status of players were not taken into consideration.

2. Though the subjects were motivated orally prior to and during competition, no specific attempt was made to motivate them when they responded the psychological inventories.

3. Factors like positional play, level of competition, officiating aberrations etc were not taken into consideration.

4. Socio Economic status, life style and the status of the university represented by the players which might influence the psychological variables were also not considered in the study.

1.13. Significance of the Study

1. The study would assess the status of the sports psychological variables such as Team Effectiveness, Self concept, Aggression and Achievement Motivation among South zone Inter University players in the game of Kabaddi, Football and Basketball which would help physical directors and coaches in understanding the mindset of their in these games.

2. Although literature is available in the area as to which psychological factors would influence sports performance, studies are fare in the comparison of the selected psychological variables among players of varied games at
university level and hence this would add to the quantum of knowledge in that area of sports psychology research.

3. The results of the study would also inform and activate the trainers and coaches in various games to involve in psych-up strategies to enhance performance.

1.14. Definition of the Operational Terms

Team Effectiveness

Carron, Brawley, and Widmeyer, (1998) define that in the sport setting, team effectiveness or group cohesion is a dynamic process that is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs.

Self Concept

According to Guralnik (1982), Self-Concept refers to an individual’s assessment of his or her status on a single trait or on many human dimensions using societal and personal norms as criteria.

Aggression

According to Suinn (1985), “Aggression involves the intent to inflict hurt or emerge superior to others, does not necessarily involve physical injury, and may or may not be regarded as being underpinned by different kinds of motives. It is not always negatively sanctioned.”
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Motivation

Roberts (1992) refers Motivation to those personality factors, social variables, and/or cognitions that come into play when a person undertakes a task at which he/she is evaluated, enters into a competition with others, or attempts to attain some standard of excellence.

Achievement Motivation

Nicholls (1984) defines Achievement motivation as a way for an individual to develop or demonstrate high ability in two ways: reference to one’s own performance or mastery, or reference of oneself relative to others.

Kabaddi

According to Author’s Guide (2010) Kabaddi is a combative team game, played on a rectangular court, either out-doors or indoors with seven players on the ground for each side. Each side takes alternate chances of offence and defense. The basic idea of the game is to score points by raiding into the opponents court and touching as many defense players as possible without getting caught on a single breath. During play, the players on the defensive side are called "Antis" while the player of the offense is called the "Raider". Kabaddi is perhaps the only combative sport in which attack is an individual attempt while defense is a group effort. The attack in Kabaddi is known as a 'Raid'. The antis touched by the raider during the attack are declared 'out' if they do not succeed in catching the raider before he returns to home court. These players can resume play only when their side scores points against the opposite side during
their raiding turn or if the remaining players succeed in catching the opponent’s raider.

**Football**

Herald (1988) refers that Football is a game in which there are eleven players a side, one of whom shall be a goal keeper; the ball is round and is to be kicked through the goal posts under the crossbar. No handling of the ball is allowed except by goal keeper.

Bill (1970) explains “Football is a game in which the ball is propelled towards the goal by skillful advancing and controlling it with feet, body and head”.

**Basketball**

According to James A. Naismith (1891) Basketball is a court game played between two teams of five players each, the object being to throw a ball through an elevated basket on the opponent's side of a rectangular court. Players may move the ball by dribbling or passing with the hands. The inflated, spherical ball is used in this game. They score by tossing, or "shooting," an inflated ball through a raised hoop, or "basket," located in their opponent’s end of the court. A goal is worth two points, three if shot from outside a specified limit. A player who is fouled (through unwarranted physical contact) by another is awarded one to three free-throw attempts (depending on the circumstances of the foul). A successful free throw is worth one point.